

FIG. 1

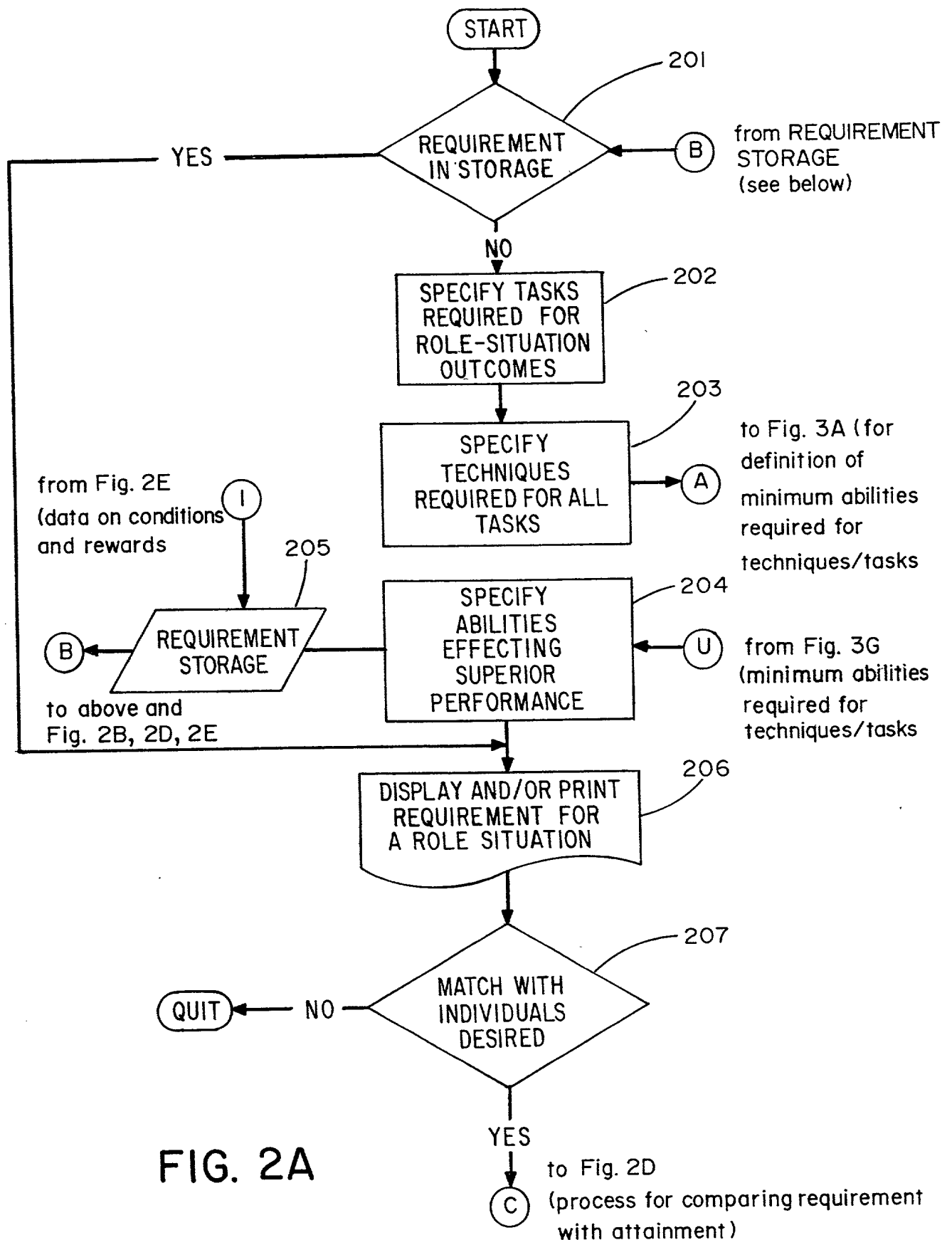
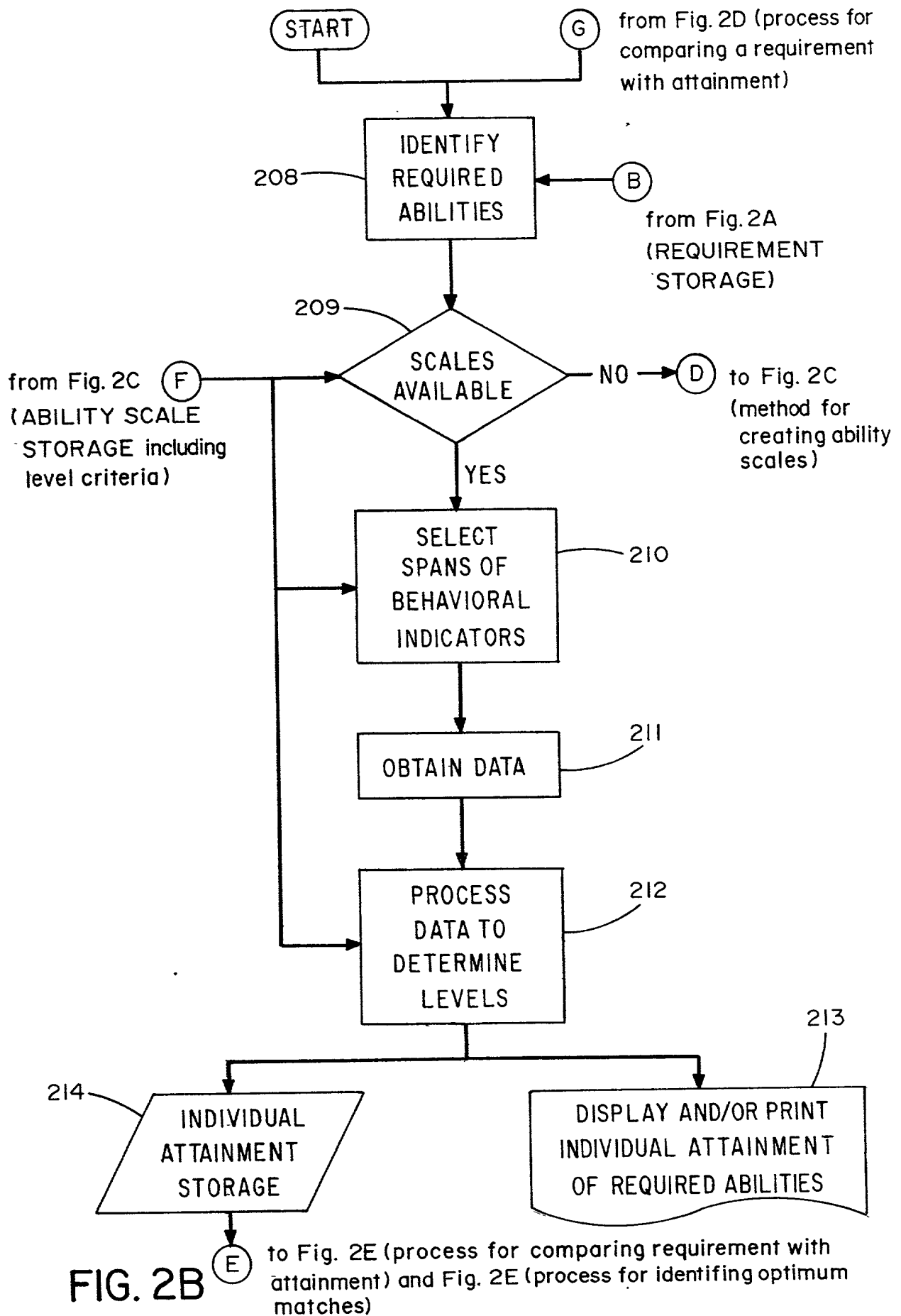
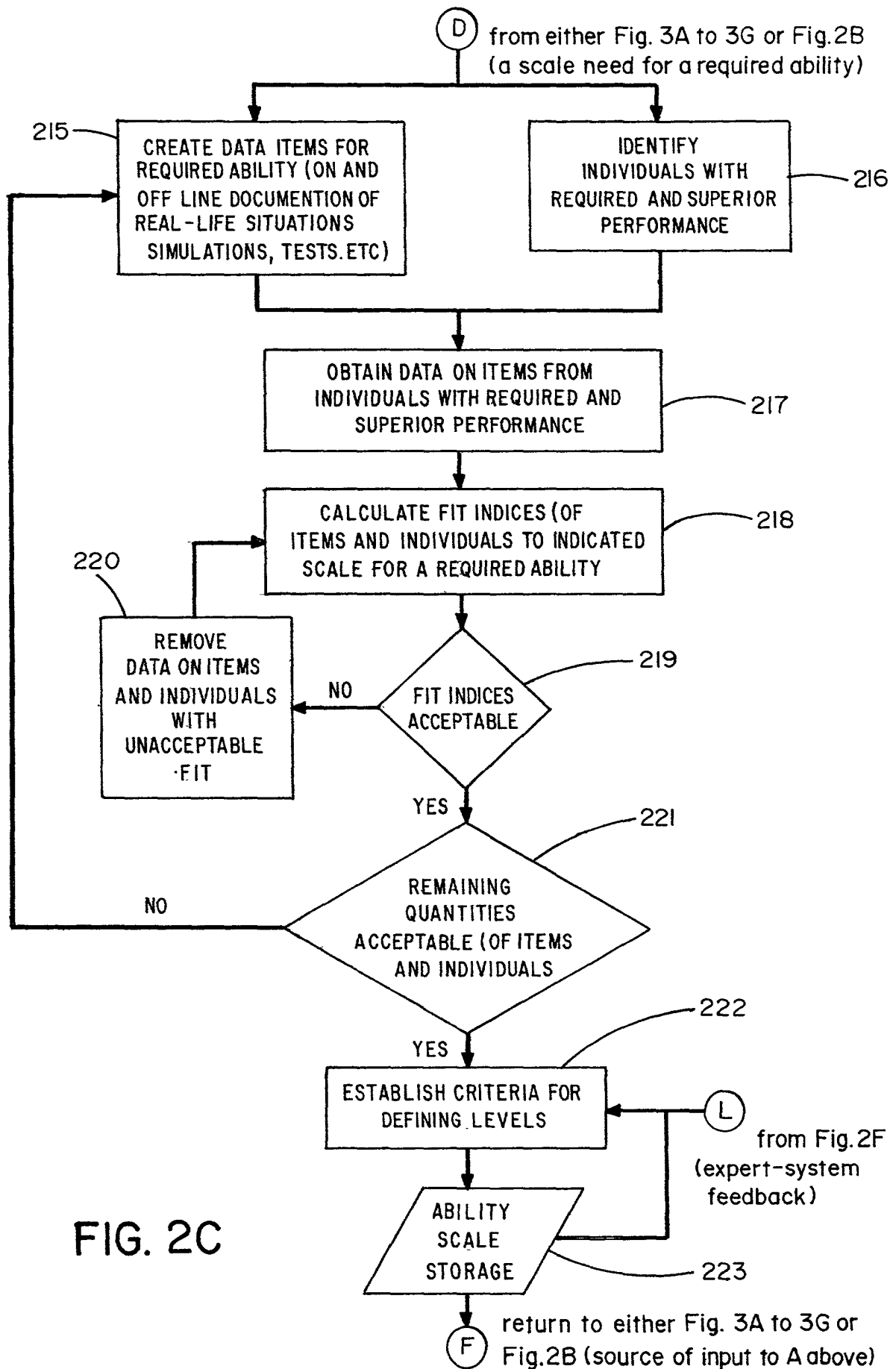
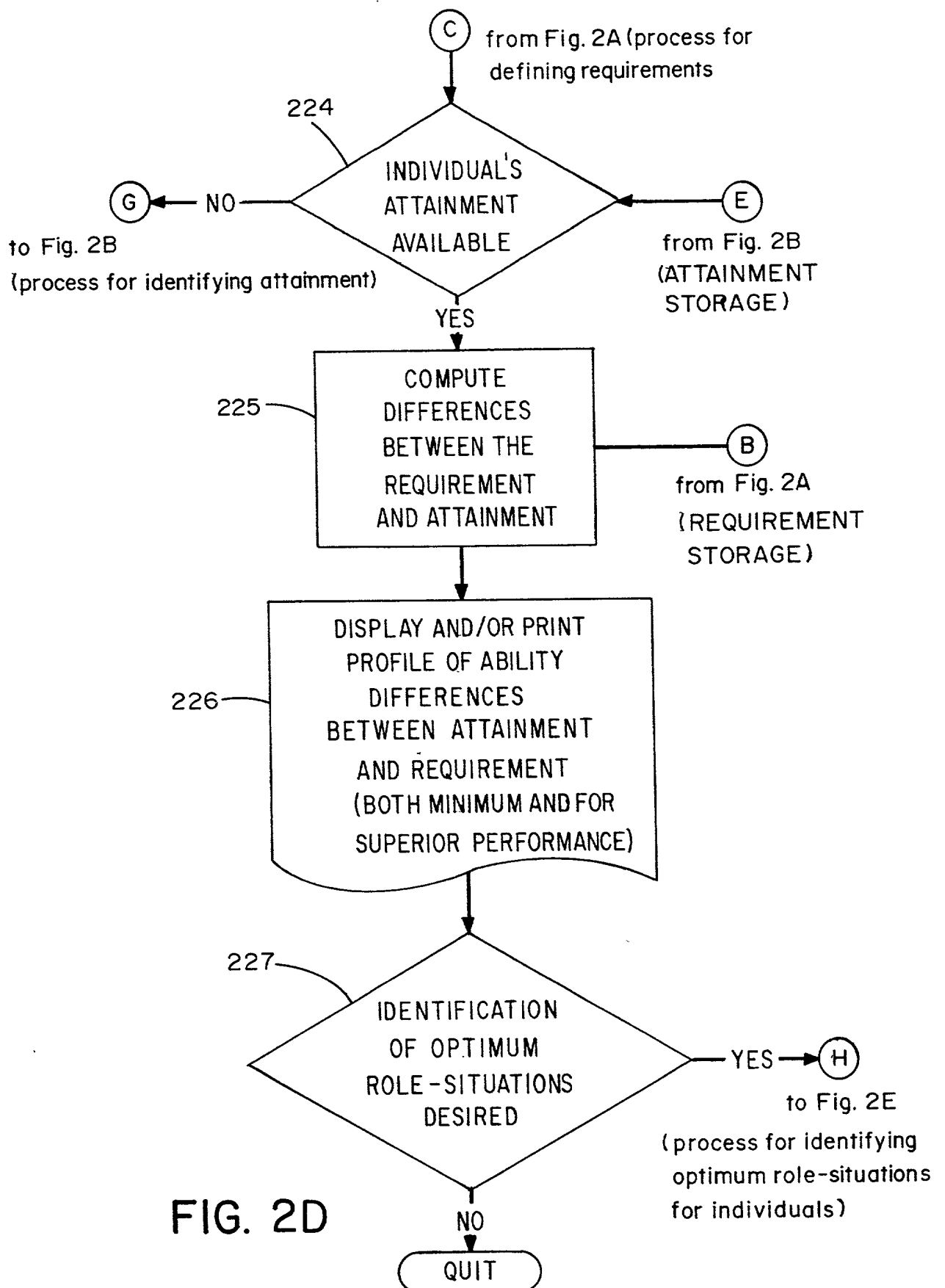


FIG. 2A







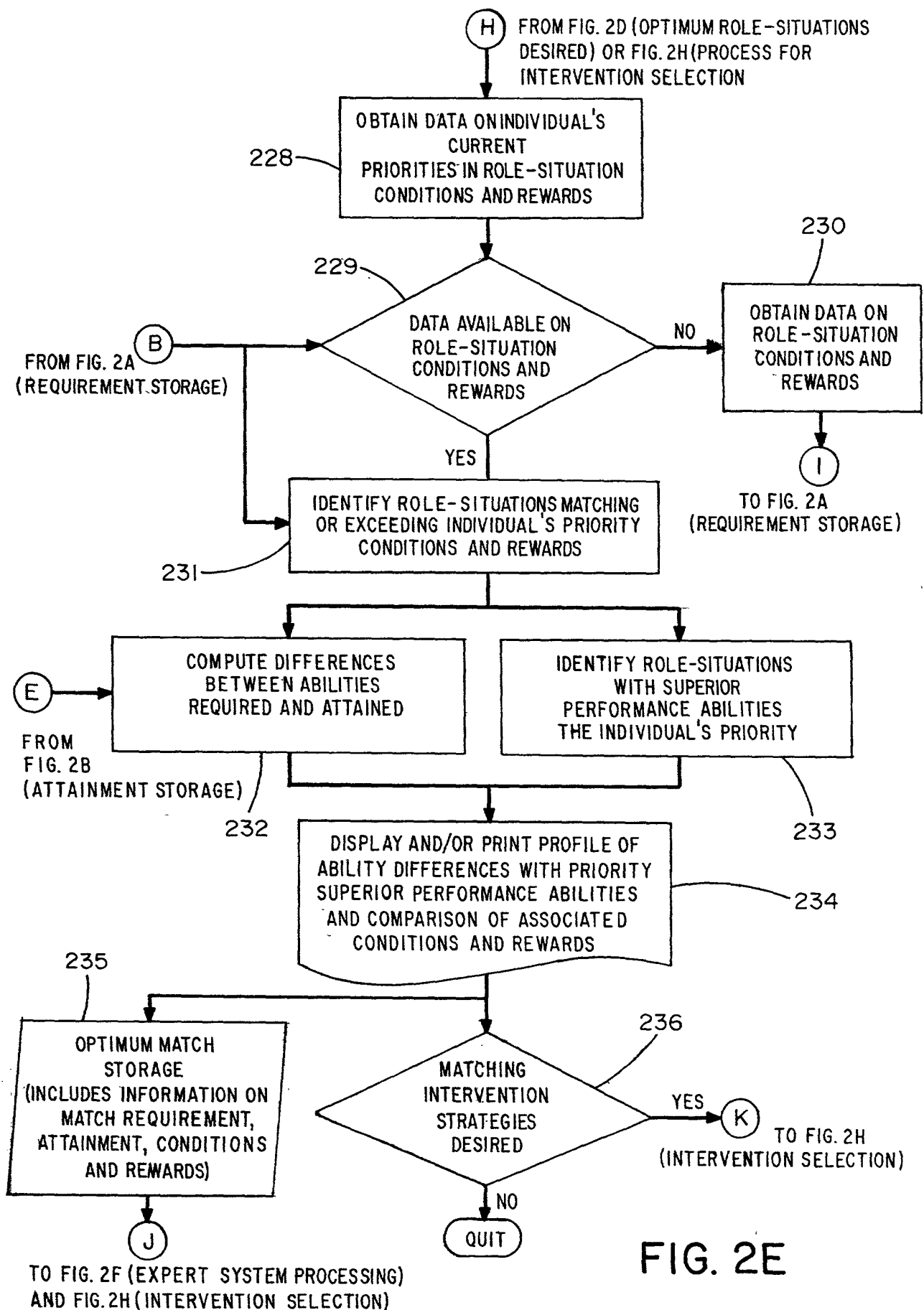


FIG. 2E

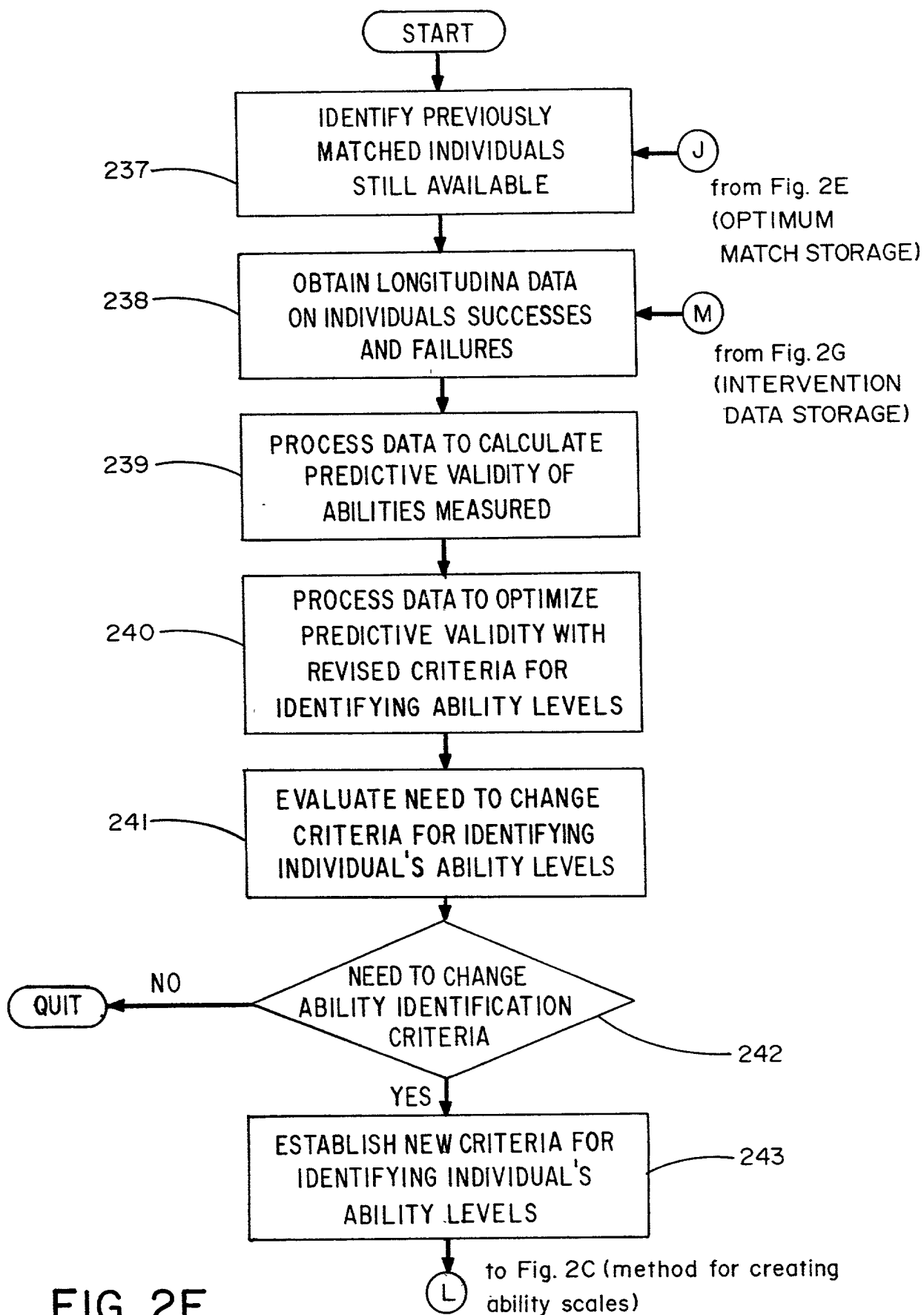
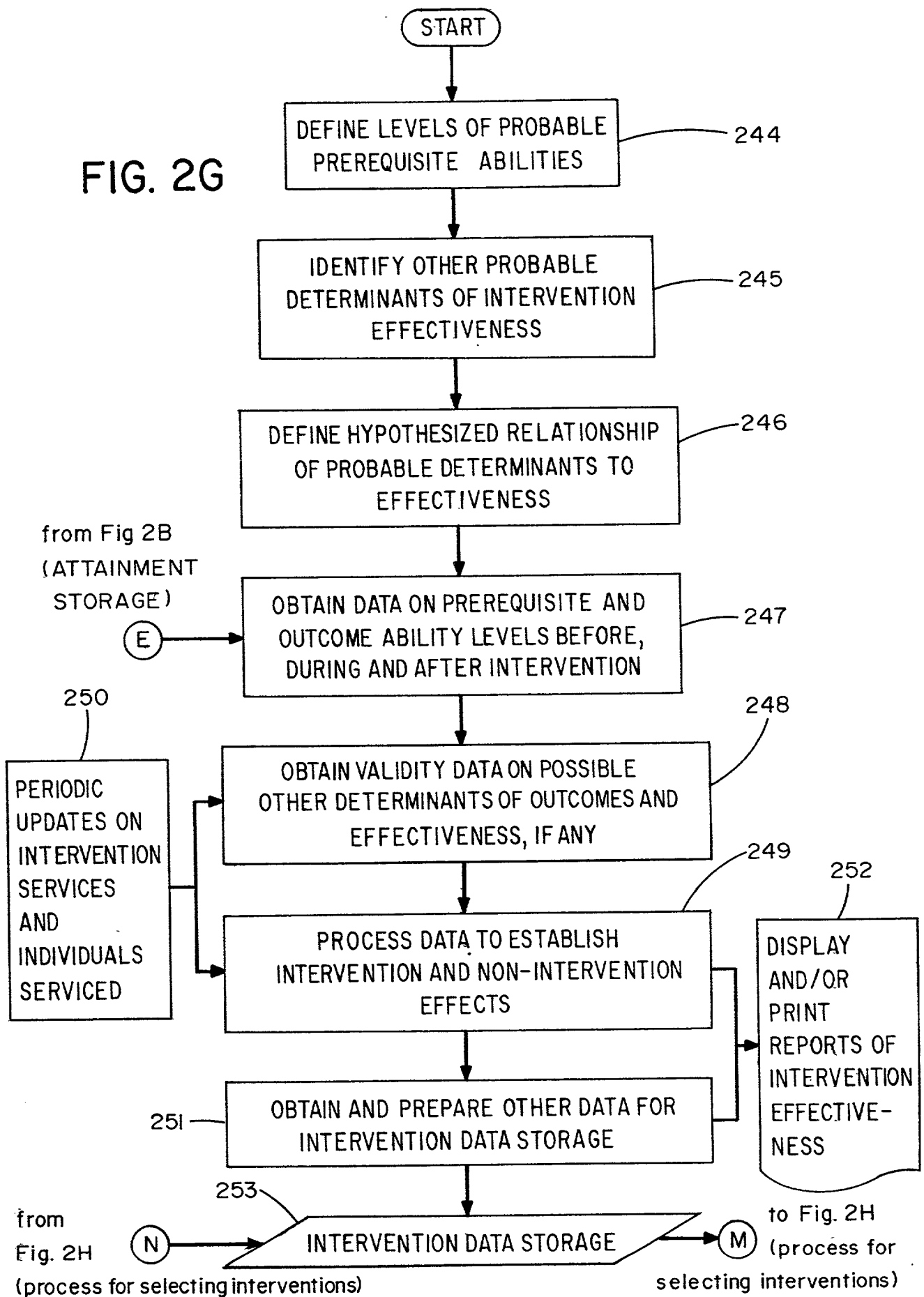
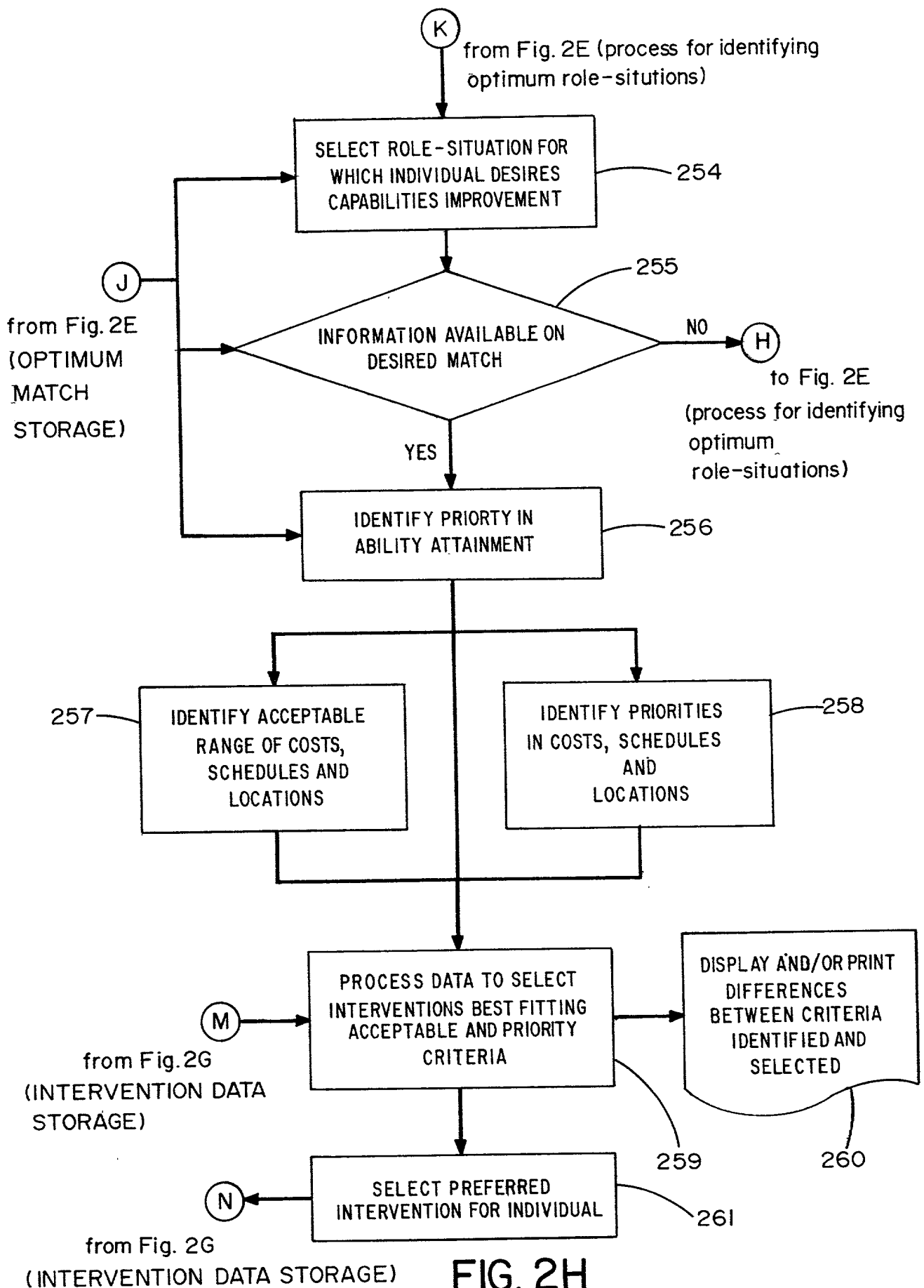


FIG. 2F





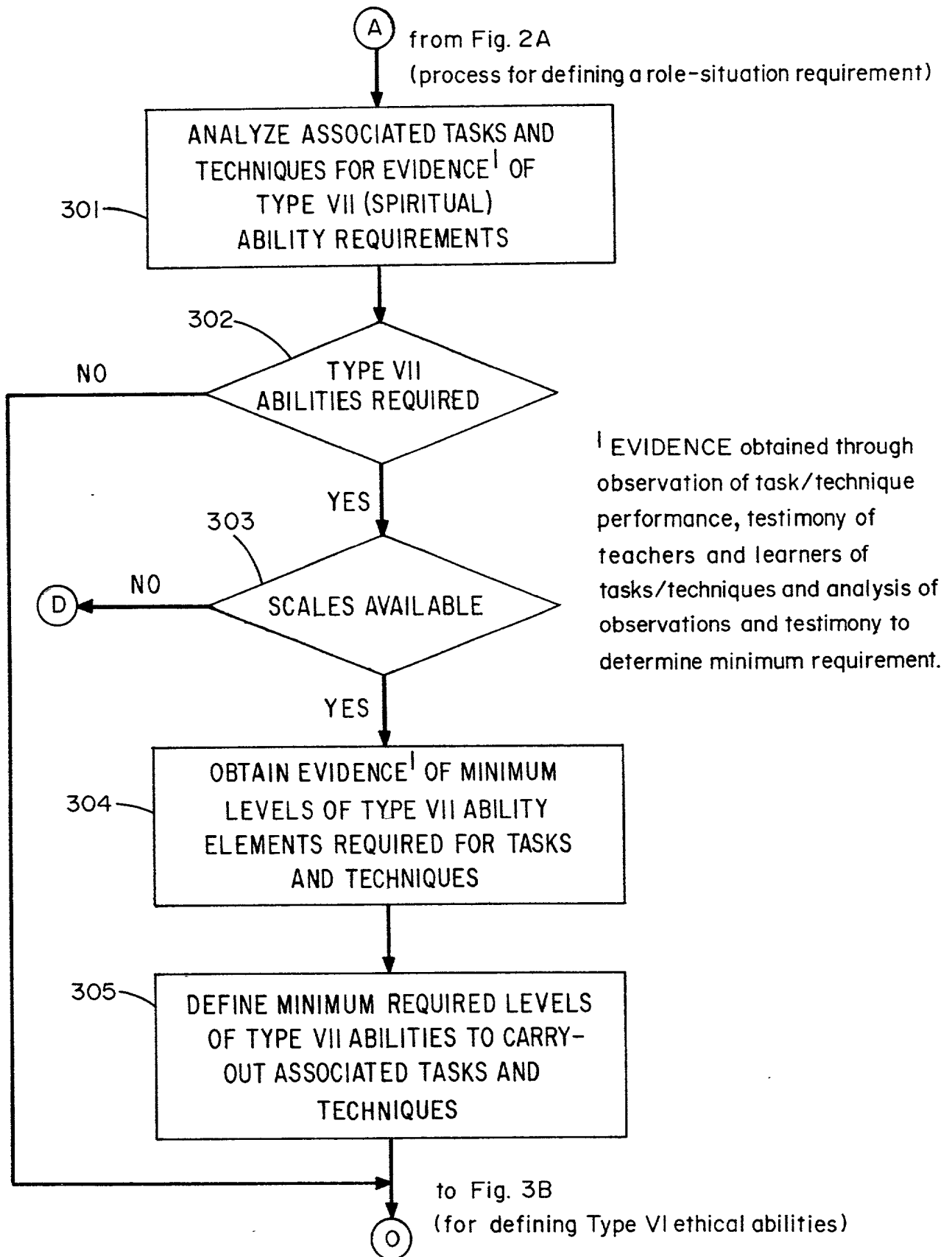


FIG. 3A

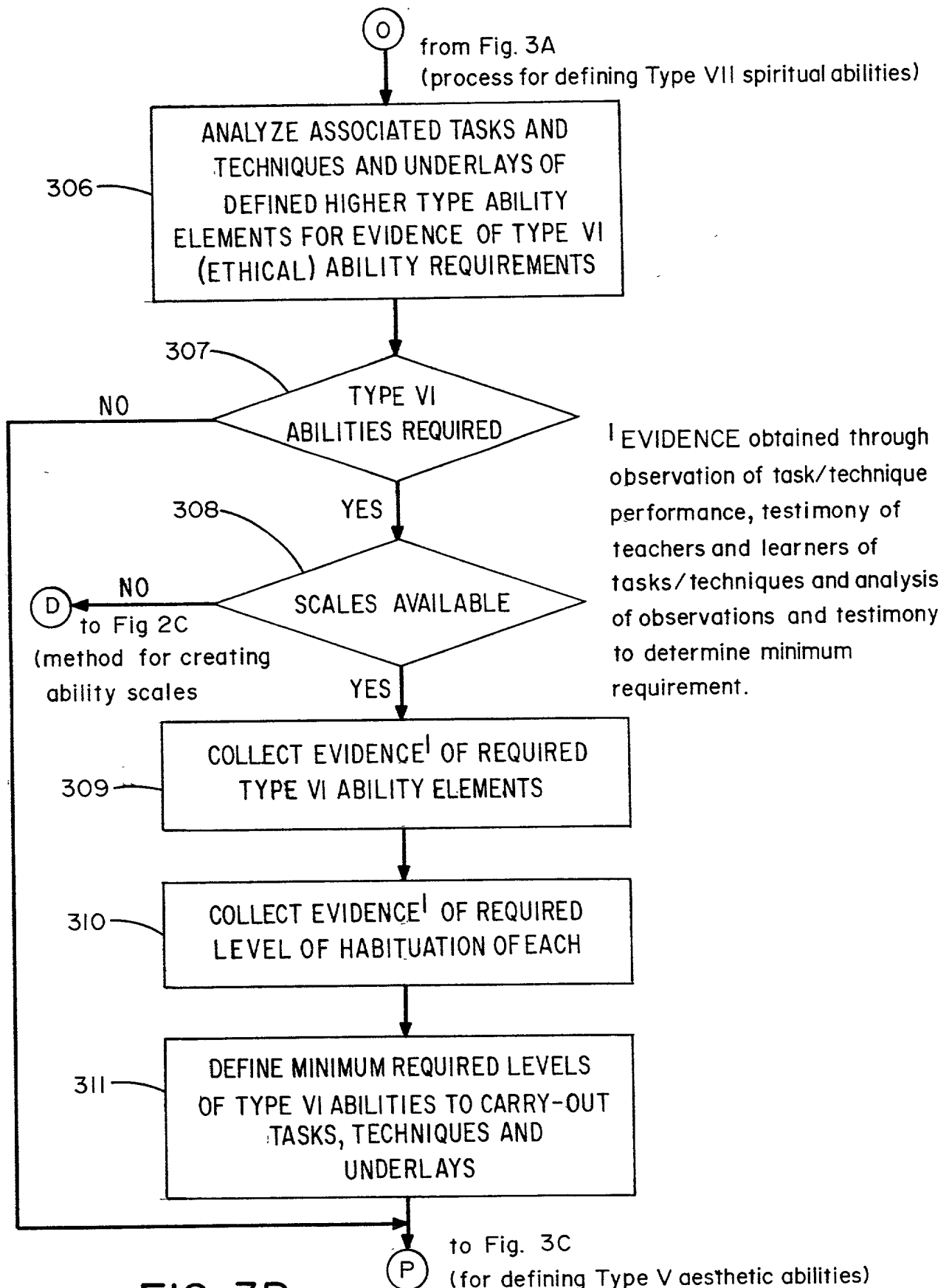


FIG. 3B

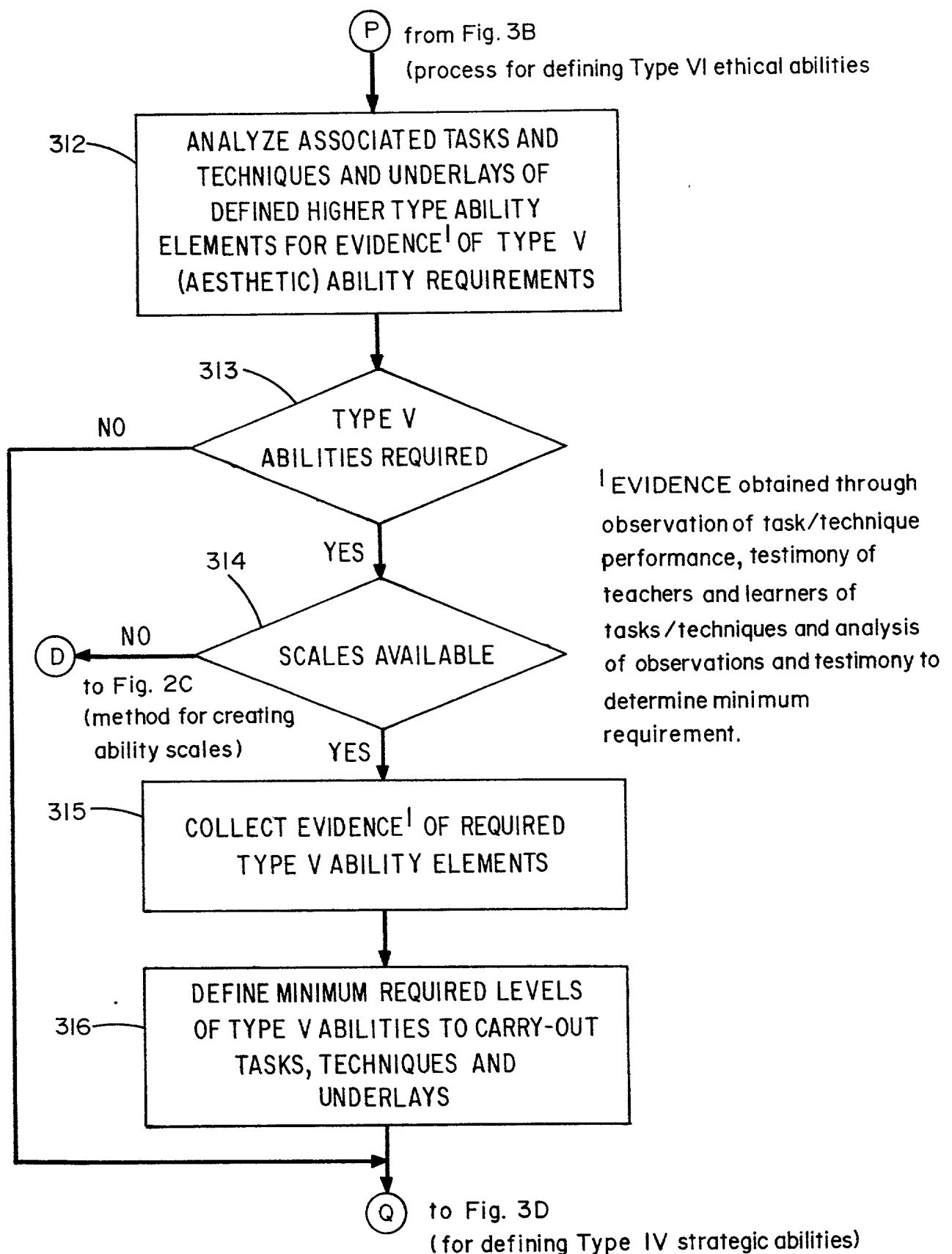


FIG. 3C

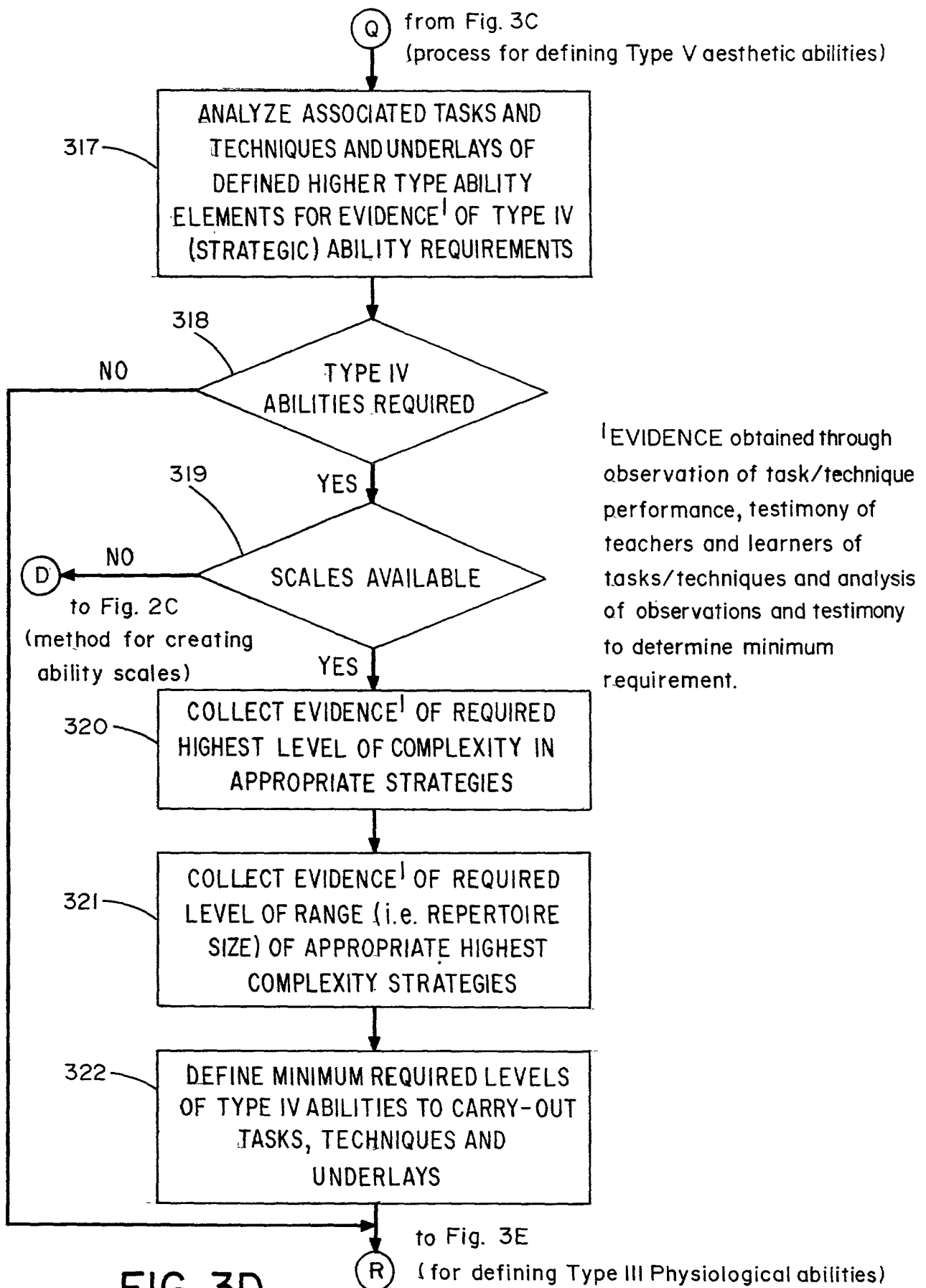
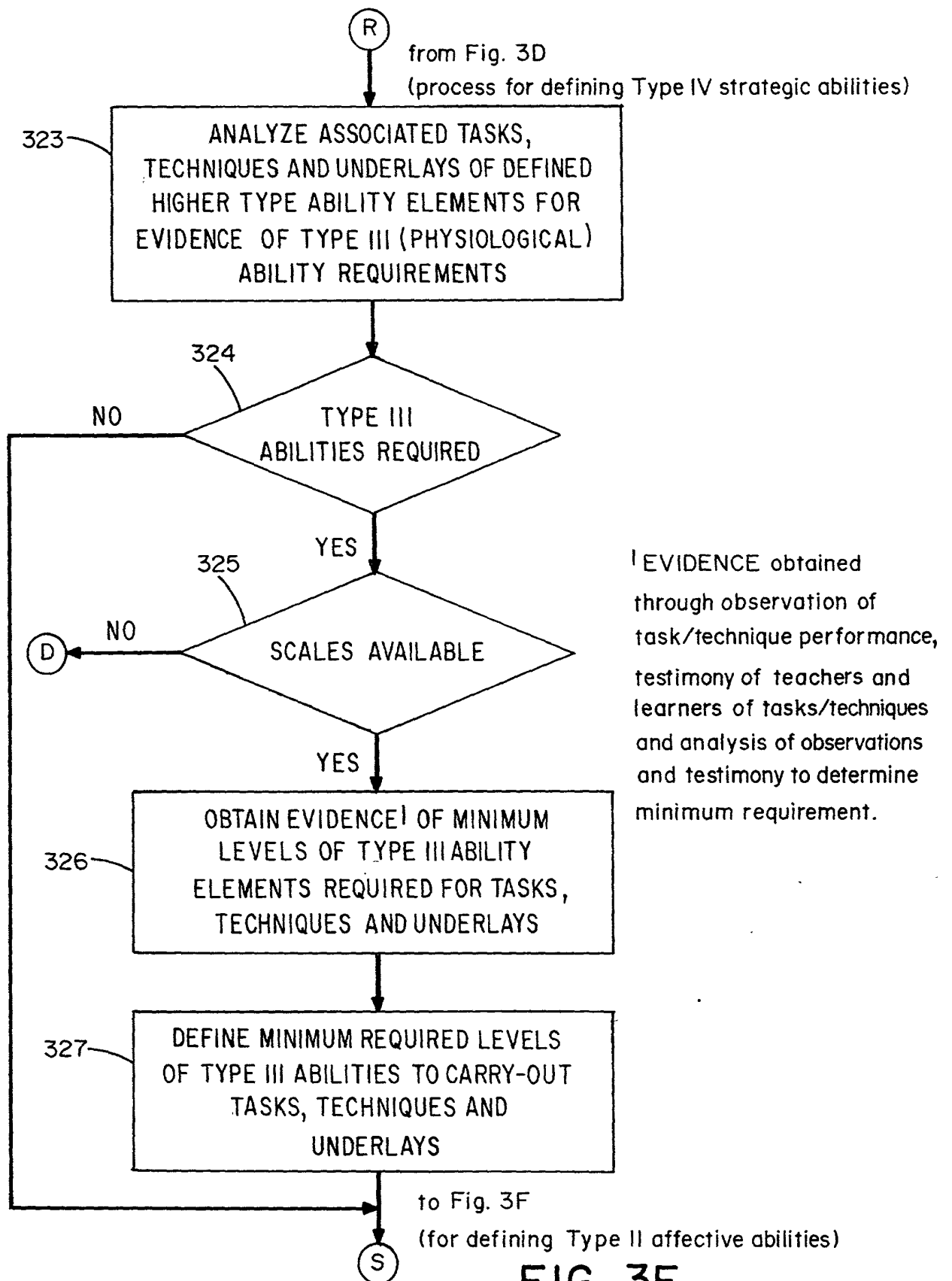


FIG. 3D



EVIDENCE obtained through observation of task/technique performance, testimony of teachers and learners of tasks/techniques and analysis of observations and testimony to determine minimum requirement.

FIG. 3E

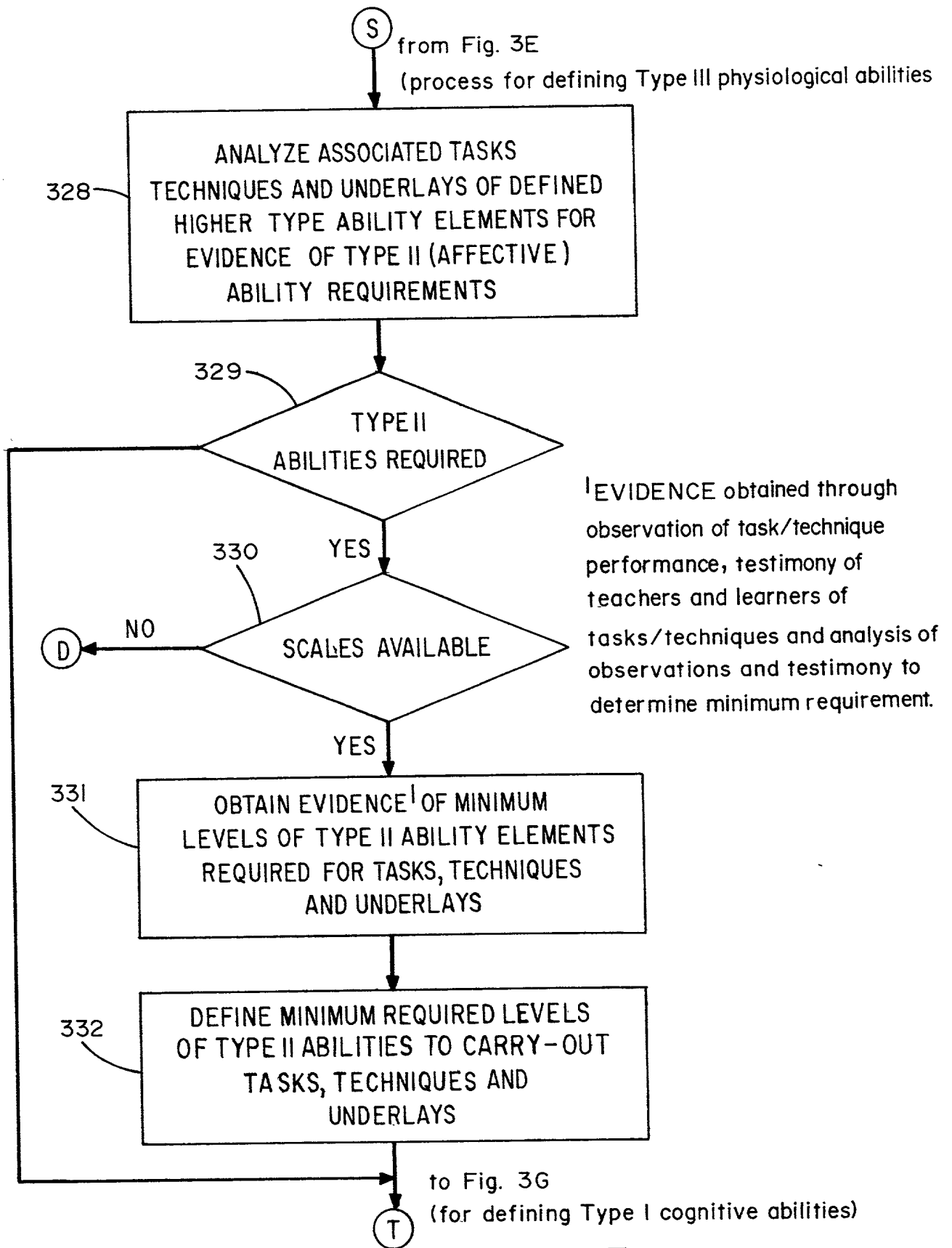


FIG. 3F

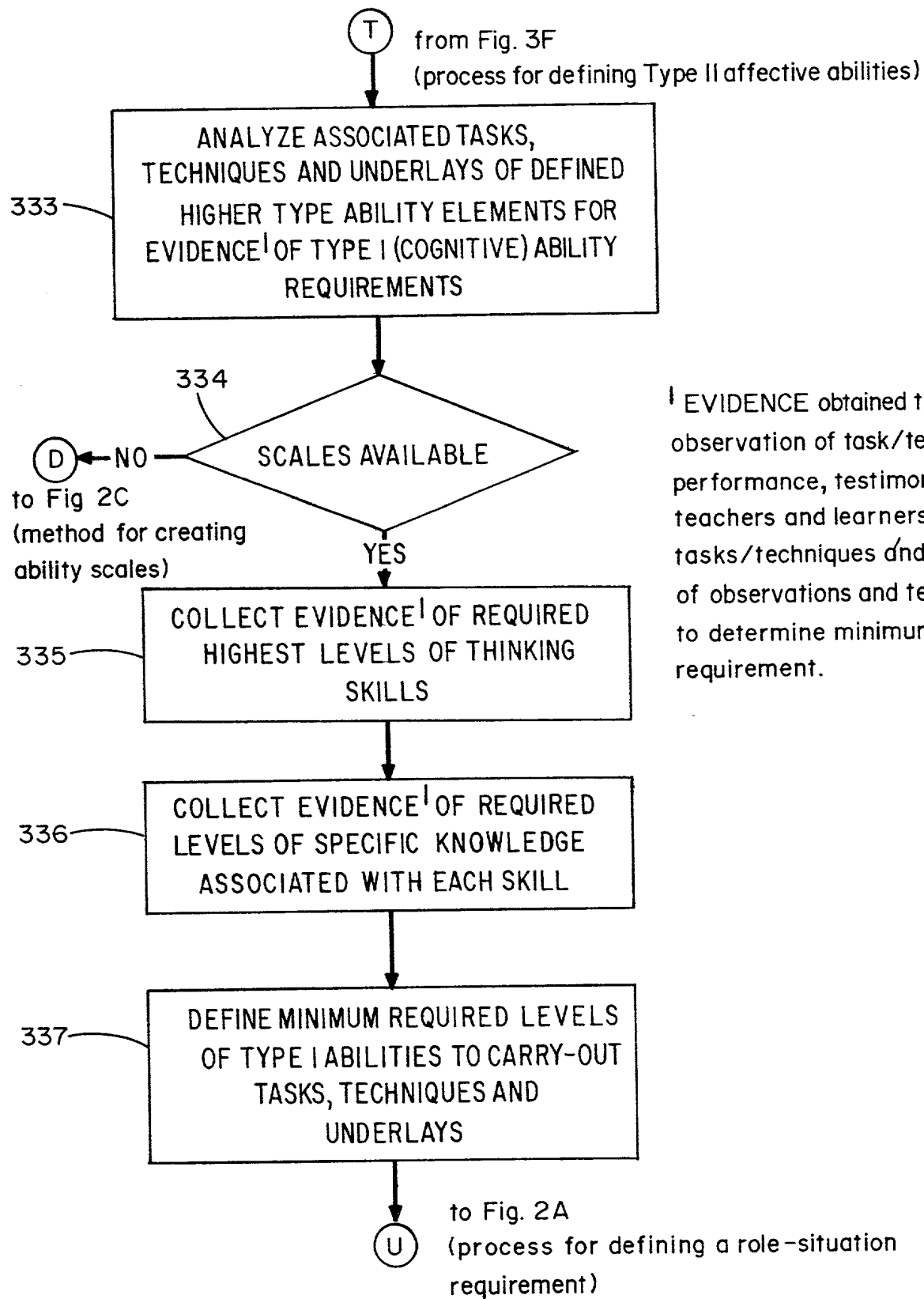


FIG. 3G

Ability types	Description - common descriptors:	Underlying types:	
		Examples of specific ability elements of each type (Lx = some specific level of):	ability types:
I.	COGNITIVE, consisting of a level of thinking process and level of knowledge in a specific field.	Lx problem solving of Lx algebra; Lx reading of Lx English; Lx remembering of Lx the name of _____; Lx knowing of Lx the chemistry of _____; Lx understanding of Lx the philosophy of _____; Lx creativity in designing Lx _____.	none
II.	AFFECTIVE, consisting of a level of feeling or attitude associated with some specific.	<i>Depending on role-situation, requirement can be for a minimum and/or maximum</i> I. Lx feeling confident in _____; Lx empathizing with the feeling of other _____; Lx persisting in _____; Not greater than Lx empathizing with the plight of debtors.	
III.	PHYSIOLOGICAL, consisting of a psychomotor process resulting in a level of biophysical performance.	Lx finger dexterity (e.g., for keying a musical instrument); Lx boredom tolerance (in situations with a low rate-of-change in stimulus inputs); Lx speech (e.g., for enunciation of language); Lx muscle strength (e.g., for weight lifting).	I & II
IV.	STRATEGIC, c/o of level range and complexity level of appropriate strategies in ambiguous situations.	<i>Depending on role-situation, requirement can be for a minimum and/or maximum:</i> I, II, & III Lx communicating complexity (e.g., of own vision) to Lx diverse others (with a wide range of interests/understanding; (also in appraising, analyzing, planning and monitoring).	
V.	AESTHETIC, c/o sensitivity to a level of the qualities of beauty in a particular mode of sensory input	Appreciating Lx beauty in _____ (e.g., music, speech, body movement, personal appearance, sculpture, relationships)	I, II, III, & IV
VI.	ETHICAL, c/o level of consistency in applying a level of appropriate, specific type if concern for others.	<i>Depending on role-situation, requirement can be for a minimum and/or maximum:</i> I, II, III, IV Lx consistency in fulfilling Lx communal responsibilities; Lx consistency in expressing Lx respect for others (e.g., in resisting opportunities for improper personal gain).	IV & V
VII.	SPIRITUAL, c/o a level of appropriate subservience of own interests to metaphysical ideal.	Lx humility (e.g., in appreciating enormity of inheritance); Lx commitment (e.g., to seek understanding and connection with an ultimate vision).	I, II, III, IV V & VI

FIG. 4A

HIGHER TYPE

ABILITY ELEMENT

I. COGNITIVE

UNDERLYING TYPES of ABILITY ELEMENTS (examples)

No underlying behavioral abilities; only neural and biochemical underlays

II. AFFECTIVE

III. PHYSIOLOGICAL

I. Thinking skill and Knowledge (e.g., for empathy, understanding body language)

II. Feeling or Attitude (e.g., for *muscle strengths*; persistence in exercising), plus

I. Thinking skill and knowledge (e.g., understanding principles of attaining physiological objective)

IV. APPLIED

STRATEGIES

III. Biophysical performance (e.g., sensory sensitivities, stress management), plus

II. Attitude or Feeling (e.g., empathy, willingness, not fearing), plus

I. Thinking skill and Knowledge (e.g., essential facts).

V. AESTHETIC

IV. Executive skill, i.e., range and complexity of strategies (e.g., in processing conflict/ambiguity), plus

III. Biophysical performance (e.g., in sensory observations, in experiencing enjoyment), plus

II. Attitude or Feeling (e.g., concentration, sensitivity to feelings), plus

I. Thinking skill and Knowledge (e.g., of form/technique).

VI. ETHICAL

V. Sensitivity to beauty (e.g., in sensing and appreciating harmony), plus

IV. Executive skill (e.g., in addressing conflicting demands, acting in ambiguous situations) plus,

III. Biophysical performance (e.g., applying physical resources for heroics, stress management), plus

II. Attitude or Feeling (e.g., sensitivity to feelings, valuing consequences, charitable values), plus

I. Thinking skill and Knowledge (e.g., of effective actions, obtaining resources).

VII. SPIRITUAL

VI. Trust building, i.e., consistency on concern for others (e.g., in a worshipful community), plus

V. Sensitivity to beauty (e.g., in appreciating metaphysical creativity), plus

IV. Executive skill (e.g., in committing amidst ambiguity, in resolving worldly conflicts), plus

III. Biophysical performance (e.g., in experiencing joy, stress management, overall health), plus

II. Attitudes or Feeling (e.g., humility, self confidence, values), plus

I. Thinking skill and Knowledge (e.g., in understanding limits of science, in exercising creativity).

FIG. 4B

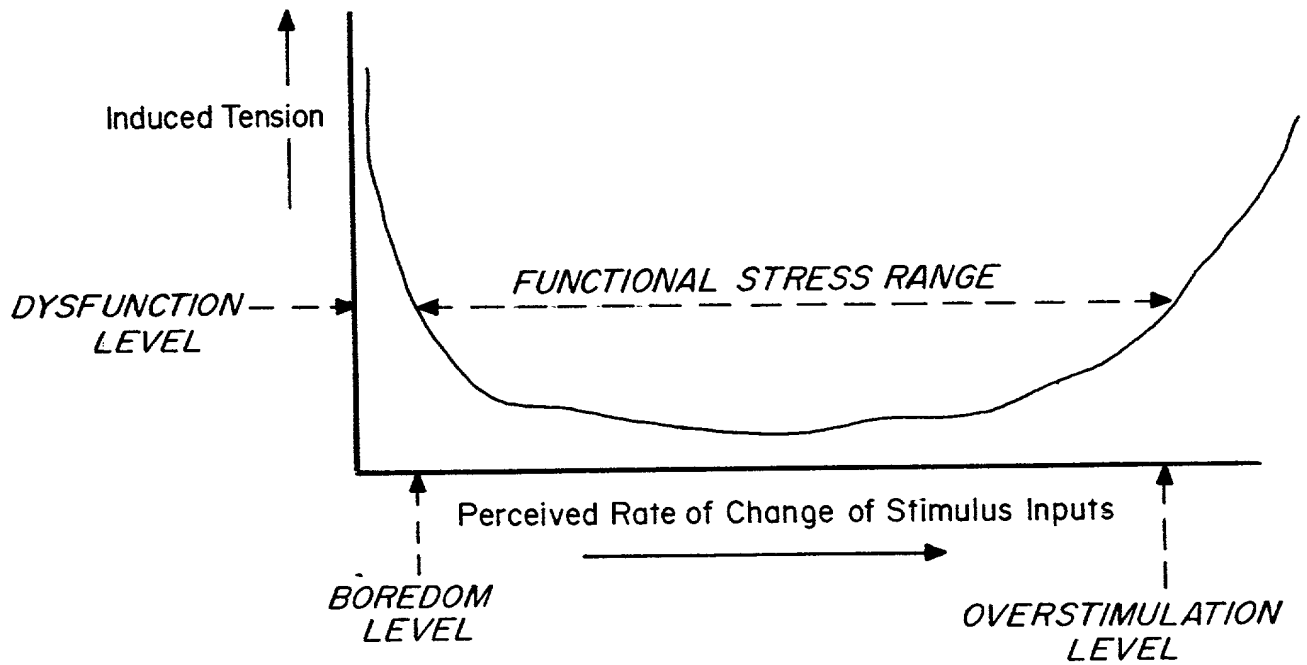


FIG. 5

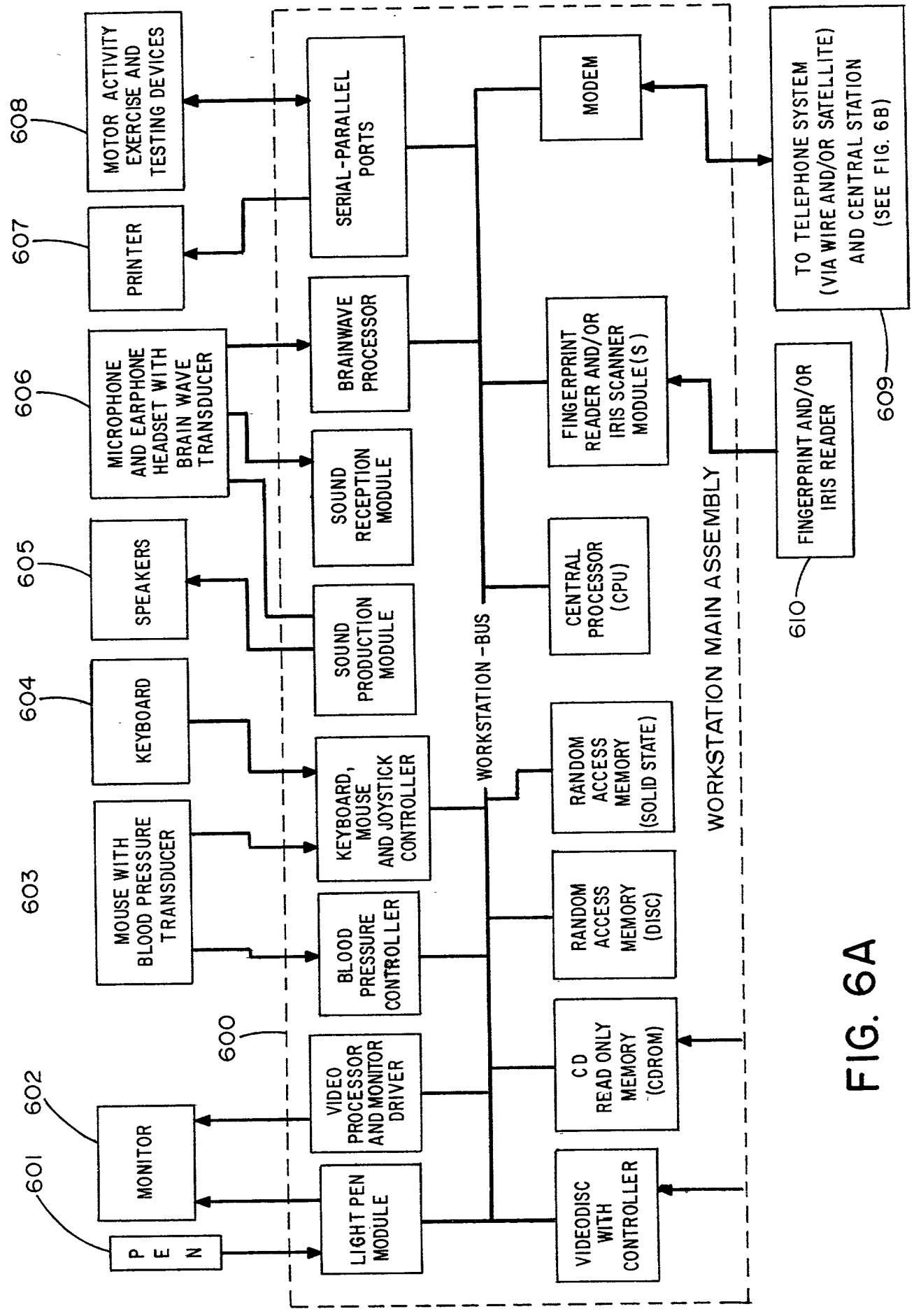
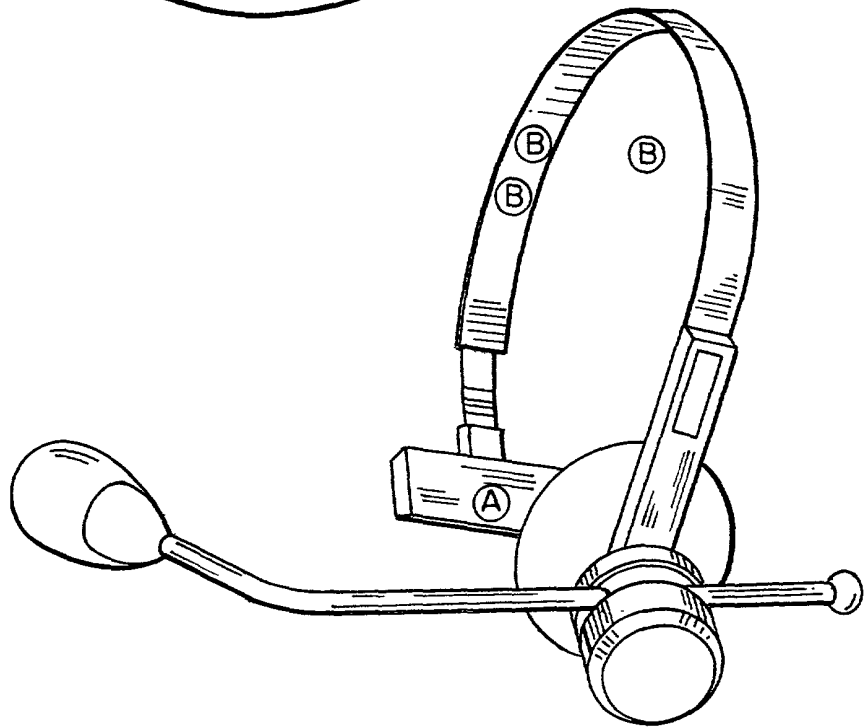
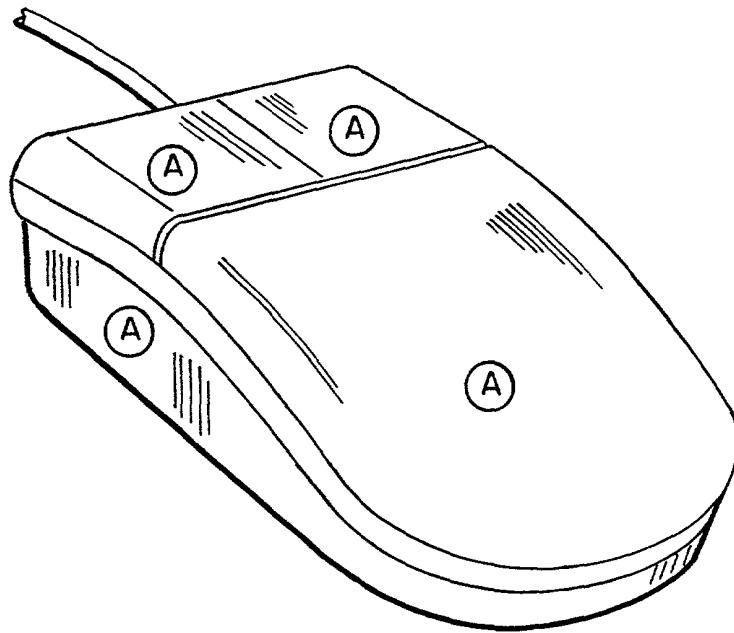


FIG. 6A

- 651- Role-Situation Requirement Storage (see Fig. 2a block 205)
 - 1. includes historical record of data on tasks, techniques, abilities, conditions and rewards
- 652- Individual Attainment Storage (see Fig. 2b block 214)
 - 1. includes historical record of raw data from all abilities measurement processed
- 653- Ability Scale Storage (see Fig. 2c block 223)
- 654- Optimum Match Storage (see Fig. 2e block 236)
 - 1. includes historical record of data and tabulations from role-situation matches
- 655- Intervention Data Storage (see Fig. 2g block 254)
 - 1. historical record of data and tabulations from intervention evaluations and matches
- 656- Ability Measures Library (see Fig. 2c block 215)
- 657- User (client and/or staff) program library (software rendering of invention description)
 - 1. includes operating programs for all system usage
- 658- Statistical procedures library (for processes of Fig. 2c block 218 & Fig. 2f blocks 240, 241)
 - 1. includes validity check protocols (see Fig. 2f) and historical data
- 659- User identification and usage record (for use with item 657)
 - 1. includes secure identification protocols and historical data
- 660- System security protocols and data records (for use with Fig. 6a block 610)
- 661- Financial programs and records (as commercially available and in accordance with generally accepted accounting practice)

NOTE: All of the above databases and libraries maintain a record of updates and changes. Access to any or all databases may be obtained through remote or central station workstations (see Fig. 6a) for use by clients and by system administrative, maintenance and technical-assistance staff with appropriate security status.

FIG. 6B



- (A) Alternative location for a transducer to measure skin resistance
- (B) Alternative location for a broadband or tuned transducer to pick-up brain waves

FIG. 7